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Reading Skills **Card** Games

Word Families

**15 Fun & Easy Reproducible Games
That Build Fundamental Reading Skills**

by Liane B. Onish



New York ♦ Toronto ♦ London ♦ Auckland ♦ Sydney
Mexico City ♦ New Delhi ♦ Hong Kong ♦ Buenos Aires

Teaching
Resources

Hi, Mom!



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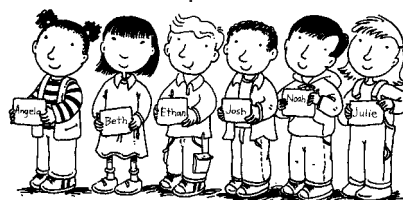
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About This Book

Games make learning fun! This book features 15 exciting, easy-to-make and easy-to-play card games that help children develop vocabulary and reading fluency. As children learn to recognize word chunks in the form of word families, or phonograms, they will read with greater speed and accuracy. The game cards in this book use 67 different word families:

-ace	-eam	-ib	-oat	-ub
-ack	-ean	-ight	-ock	-ue
-ad	-ed	-ill	-od	-ug
-ail	-eeds	-im	-ong	-un
-ain	-eek	-ime	-oom	-unk
-ake	-eel	-in	-op	-ump
-all	-eet	-ind	-ore	-ut
-am	-eeze	-ine	-orn	
-ame	-eg	-ink	-ose	
-amp	-ell	-ip	-ot	
-an	-en	-is	-ouse	
-andy	-end	-it	-ow	
-ank	-est	-ive	-own	
-ap	-et			
-are				
-ark				
-aste				
-at				
-ave				
-ay				



Most of the games can also be played with other word families besides those specified. Use index cards to make additional sets of phonograms to reinforce phonics skills and vocabulary words from your curriculum. Suggestions for more challenging play and variations are included, for a total of 26 different games.



How to Use This Book

Prepare the cards for each game in advance. Introduce the games one at a time, modeling how to play with pairs, small groups, or the whole class. Some of the games may be fun for children to play at home. Make copies of those games for students to take home. Games are a great way to encourage family involvement.

How to Make the Cards

Photocopy the card pages onto heavy paper so that the text or pictures do not show through the other side. Laminate if possible. Then cut apart the cards.

How to Store the Cards

Keep the cards for each game in a large, resealable plastic bag. Label the bag with the name of the game, the skill it reinforces, and the number of players. For older children or for your own reference, photocopy the directions and keep them inside the bag.

Who Goes First?

Try these different ways to decide who goes first:

- Shuffle a set of alphabet cards, and have each player pick one. The player with the card closest to A (or Z) goes first. The player to the first player's left goes next.
- Use children's first, last, or middle initials to determine the order of play.
- Have players roll a single die or use a spinner from another game. The player with the highest (or lowest) score goes first. The player to the first player's left goes next.

Selecting Games to Play

The games in this book can be played in any order. Choose games based on the skill children are learning, the size of the group, or the space available. Twins, Triplets, and Quads and The Bat in the Hat are fun games to play outdoors or in the gym.

Twins, Triplets, and Quads

-am, -ank, -andy,
-eg, -ed, -ill, -im

♦ Skill: Identifying word families

Players: Whole class

Object: To group names by word family

Great for
outdoors or
open spaces

Materials:

- 20 name cards: Pam, Sam; Frank, Hank; Randy, Candy, Mandy, Sandy; Meg, Peg; Ned, Ted, Fred, Jed; Jill, Bill, Will; Jim, Kim, Tim (pages 7–8)
- Timer

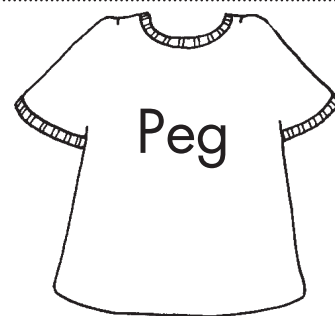
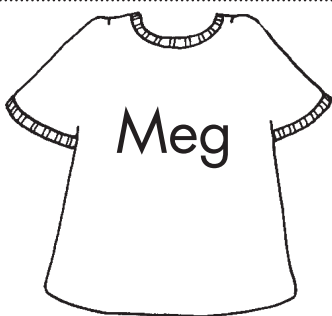
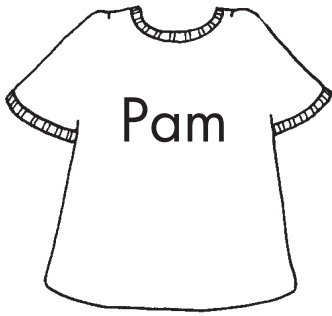
How to Play

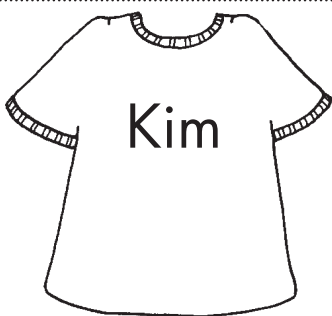
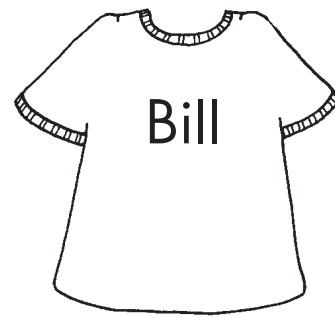
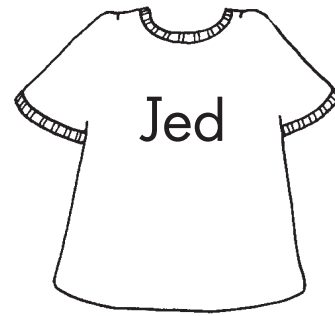
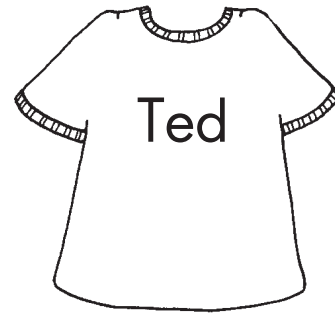
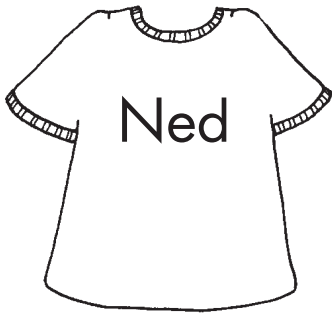
1. Photocopy and cut apart the name cards.
2. Mix up the cards and distribute them randomly. If playing with more than 20 children, pair up several children.
3. When you say “Go,” start the timer. Players find their sister or brother twins, triplets, or quadruplets with names that belong to the same word family. When all “family” members are together, players sit down.
4. Record the class time. Collect the cards, mix them up, and redistribute. Play again and challenge children to beat their previous time.

BIG Families

For larger groups, or for variety, use additional name cards: Kate, Nate; Jean, Dean; Jack, Mack; Brad, Chad; Ben, Glen, Ken, Len; Chester, Lester, Hester; Lilly, Tilly, Milly; Nick, Rick.







Compound Slide

-ap, -ight, -op,
-orn, -ouse, -own

♦ Skill: Reading compound words

Materials:

- 18 word cards:
 - ap: trap, tap, lap
 - ight: light, night, right
 - op: top, pop, mop
 - orn: corn, born, horn
 - ouse: house, mouse, blouse
 - own: gown, town, brown (page 10)
- Compound Slide Game Board (page 11)

Rhyming Steps

Have children use their remaining cards to make rhyming pairs (cover both sides of each step).

Players: Pairs

Object: To make compound words

How to Play

1. Photocopy a set of word cards and a Compound Slide Game Board for each pair of players.
2. Mix up the word cards. Players sort cards into six groups by word family. You might “preview” the compound words (see below, left) by explaining what a townhouse is and ensuring that children know the word *laptop*.
3. Distribute the game boards. Explain that players will put a word card on each “step” of the board to make a compound word. The word card that goes in the blank space must be from the same word family as the word on the step below the blank (see below, left).
4. To model, write on chart paper:

head_____

handmade

Have children brainstorm a list of words for the word family *-and*. Then have them find the word that completes the compound word on the step above *handmade* (such as *headband* or *headstand*).

Compound Slide Answers:

nightgown
townhouse
mouse**trap**
lap**top**
pop**corn**



trap	tap	lap
------	-----	-----



light	night	right
-------	-------	-------



top	pop	mop
-----	-----	-----



corn	born	horn
------	------	------



house	mouse	blouse
-------	-------	--------



gown	town	brown
------	------	-------

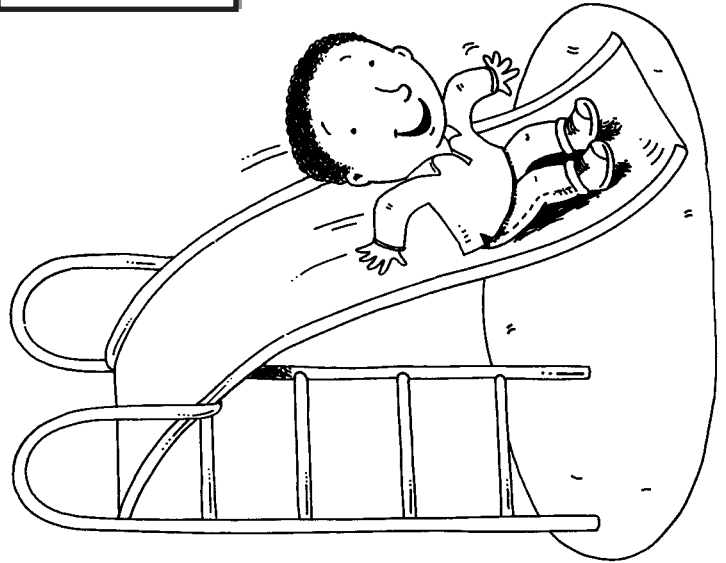
Name _____ Date _____

night

town

Compound Slide Game

mouse



lap

pop

Board

From Bright to Twilight

-ight

♦ Skill: Alphabetizing

Materials:

- 9 word cards: bright, fight, knight, light, might, night, right, sight, twilight (page 13)
- Timer

Players: Individuals or pairs

Object: To arrange all cards in the -ight word family in alphabetical order

How to Play

Individuals:

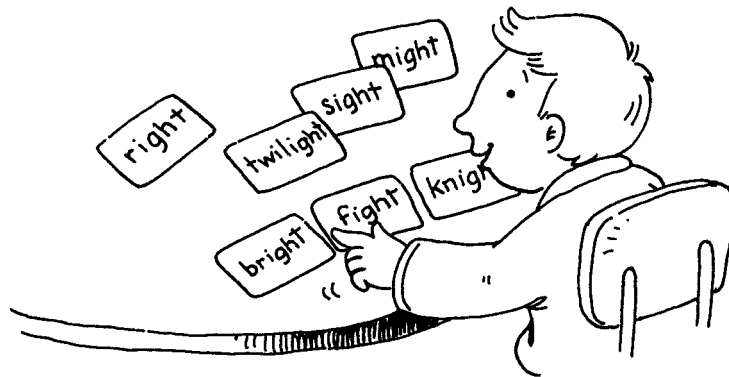
1. Photocopy, cut apart, and mix up the word cards. Have the child read the cards aloud.
2. Set the timer for one minute. The child arranges the cards in alphabetical order.
3. At the end of one minute, the child counts the number of cards in correct alphabetical order.

Pairs:

1. Make two sets of cards and give one set to each player.
2. Players put the cards in alphabetical order.
3. The first player to correctly alphabetize the cards wins. That player then reads each card aloud.

Challenge!

.....
Add these word cards for alphabetizing to the second letter: flight, fright, midnight, slight, tight.





bright

fight

knight

light

might

night

right

sight

twilight

Word Family Bingo

-amp, -ank, -end, -et, -in,
-ip, -op, -ot, -ump, -un

◆ **Skill:** Writing and reading word families

Materials:

- Word Family Bingo game board (page 15)
- 10 word family cards:
-amp, -ank, -end, -et, -in, -ip,
-op, -ot, -ump, -un (page 16)
- 16 letter cards:
b, c, d, f, g, h, k, l, m, n, p, r, s,
t, v, w (page 17)
- 16 small markers for each
player (pieces of paper, paper
clips, or buttons)
- Pencils

Double-Up Bingo

Use the blank letter cards
for two-letter blends and
digraphs: bl-, br-, ch-, dr-,
gr-, sh-, sl-, st-, sp-, th-, tr-.

Long Family Bingo

Use long-vowel word
families: -ace, -ate, -eel,
-eep, -ild, -ite, -oat, -one.

Players: Whole class

Object: To get four words in a row (down, across, or diagonally)

How to Play

1. Photocopy and cut apart the word family cards and letter cards.
Photocopy and distribute the Word Family Bingo game boards (one per child or pair).
2. Mix up the word family cards and place them facedown in a pile.
Turn over the top card and read it. Players write the word family in any one or two spaces on their game boards. Repeat with different word family cards until children's boards are full. Remind players to leave room to write a letter in front of each word family.
3. Mix up the letter cards and place them facedown in a pile.
4. Play as you would play Bingo. Turn over the top card and read the letter. Players write that letter in one square to make a word. Each letter can be used only once on any player's board.
5. Continue reading letter cards until one player has four words in a row and calls "Bingo!" That child reads his or her words aloud.



Name _____ Date _____

WORD FAMILY BINGO

<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>



-amp

-ank

-end

-et

-in

-ip

-op

-ot

-ump

-un



b

c

d

f

g

h

k

l

m

n

p

r

s

t

v

w

Word Family Charades

-ake, -ave, -ame, -ace,
-ay, -eeze, -ean, -eam,
-ip, -ind, -ive, -ight

♦ **Skill:** Reading verbs

Materials:

• 12 word cards:

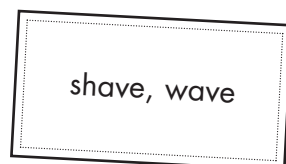
bake, rake shave, wave
tame, blame trace, race
sway, pay sneeze, freeze
clean, lean dream, scream
trip, skip find, wind
dive, drive tight, fight
(pages 18–19)

Players: Whole class

Object: To name mimed actions and spell the words

How to Play

1. Photocopy and cut apart the word cards. Mix up the cards and place them facedown in a pile.
2. Divide the class into pairs and give each pair a card. Then give them a few minutes to figure out how to mime the actions that go with the words on their cards. Each player will mime one word.
3. When pairs are ready, select a team to start. Both players stand in front of the class and act out their words at the same time.
4. The classmate who correctly guesses the mimed actions spells the words and takes the cards. Then his or her team takes a turn.



bake, rake

shave, wave



tame, blame

trace, race

sway, pay

sneeze, freeze

clean, lean

dream, scream

trip, skip

find, wind

dive, drive

tight, fight

10 for 10

-ell, -ug, -ip, -ock, -ot,
-ap, -it, -ack, -unk, -est

♦ **Skill:** Brainstorming, writing and reading word family words

Materials:

- 10 word family picture cards: bell, bug, clip, clock, knot, map, pit, tack, trunk, vest (page 21)
- 10 for 10 Scorecard (page 22)
- Pencils
- Timer

10 for 10 Double Time

For an added challenge, each time you play, reduce by half the amount of time teams have to list ten words.

10 More

Use picture cards for:
pen (page 24), wink (page 25), snail, wheel (page 28), mine, boat (page 29), ball, block (page 35), square, shark (page 43)

Players: Whole class

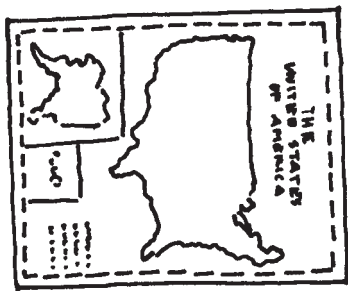
Object: To brainstorm a list of ten or more words in the same word family

How to Play

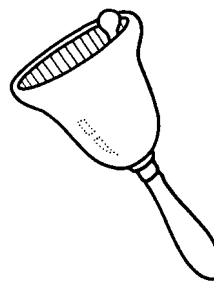
1. Photocopy and cut apart the picture cards. Photocopy a scorecard for each team. Review picture names and word families. Mix up the picture cards and put them aside.
2. Divide the class into ten teams of two or more players. Give each team a scorecard. Suggest that one team member be the Recorder.
3. Distribute the picture cards, placing one card facedown on each team's table.
4. Set the timer for five minutes. When you say "Go," teams turn over their picture card, determine what the word family is, and write the word family at the top of their scorecards. Then teams brainstorm and record ten or more words in that word family.
5. Teams score ten points for each word. Teams with at least ten words get a bonus of 25. Let each team read their words aloud.



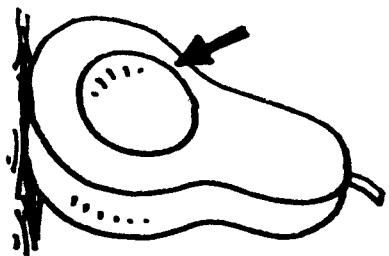
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b _____



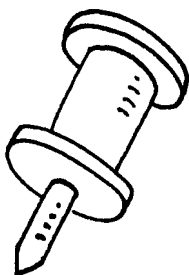
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b _____



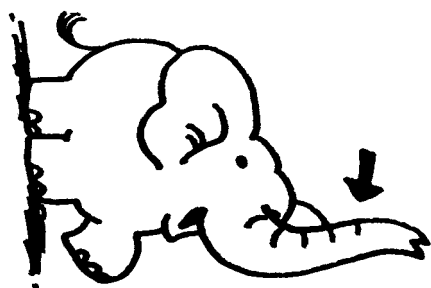
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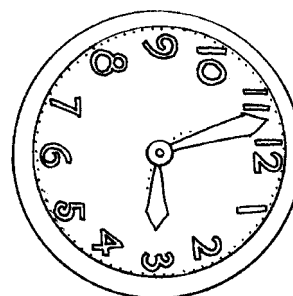
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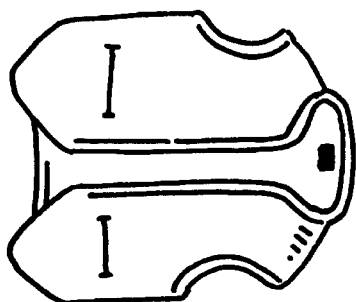
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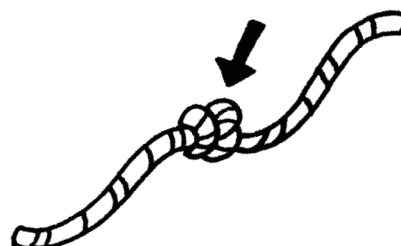
cl _____



v _____



kn _____



Date _____

10 for 10 Scorecard

Team Members: _____

Our Word Family: _____

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

8. _____

18. _____

9. _____

19. _____

10. _____

20. _____

Don't Get Mad

-ad, -en, -ink, -ub, -andy,
-ed, -ail, -eel, -ine, -oat

♦ **Skill:** Identifying words and pictures from the same word family

Materials:

- 16 picture cards:
 - ad: Brad, dad, mad, sad
 - en: Gwen, men, pen, ten
 - ink: drink, rink, sink, wink
 - ub: club, cub, sub, tub(pages 24–25)
- 8 cards from Twins, Triplets, and Quads:
 - andy: Randy, Candy, Mandy, Sandy
 - ed: Ned, Ted, Fred, Jed(pages 7–8)
- 16 cards from Family Pictures:
 - ail: mail, nail, pail, snail
 - eel: heel, reel, peel, wheel
 - ine: mine, nine, vine, spine
 - oat: boat, coat, goat, throat(pages 28–29)

Go Fish

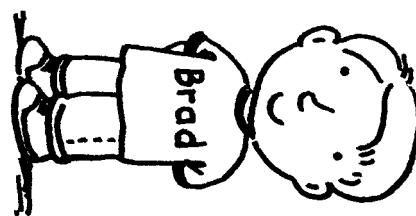
Make two sets of the picture cards to play Go Fish. Players collect sets of four cards that belong to the same word family.

Players: Three or more

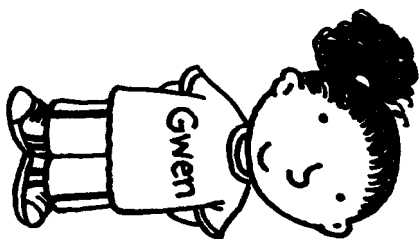
Object: To get rid of all one's cards without getting stuck with the *mad* picture card

How to Play

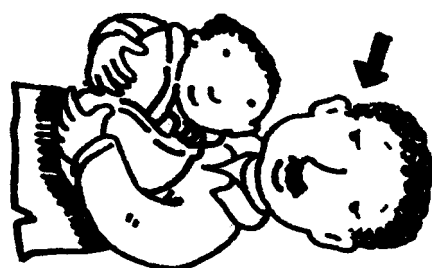
1. Have children help you write the word families on the lines on each card. Photocopy and cut apart picture cards. Review picture names (especially *mine* and *throat*). Let children sort words into ten different word families before playing.
2. Remove one of the -ad cards. Leave the *mad* and two other -ad word family picture cards in the deck. Mix up the remaining 39 cards.
3. Deal out all the cards. (It's okay if some players have an extra card.)
4. Players look at their cards and remove pairs of pictures belonging to the same word family pictures. They place the pairs facedown on the table. The only card that may NOT be paired is the *mad* picture card.
5. Play as you would play Old Maid. Players fan out the cards in their hands. The first player offers his or her hand to the player to his or her left. That player selects a card from the fan and adds it to his or her hand.
6. If the new card makes a pair, the player removes the pair from his or her hand, then offers his or her hand to the next player.
7. Play until one player is left holding the *mad* picture card.



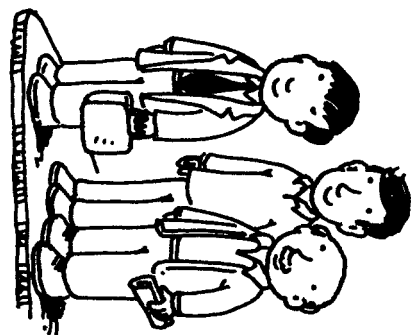
Br _____



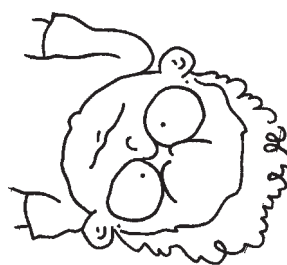
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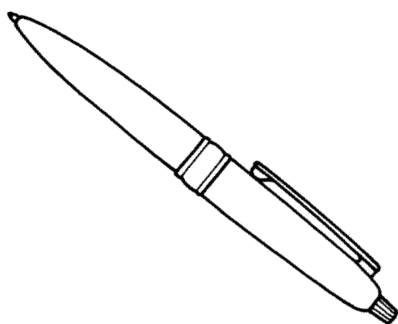
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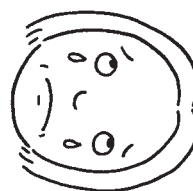
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m _____



p _____



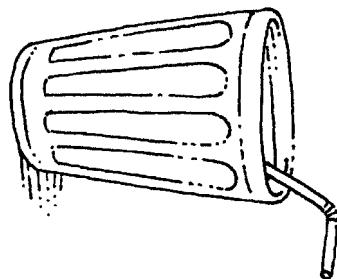
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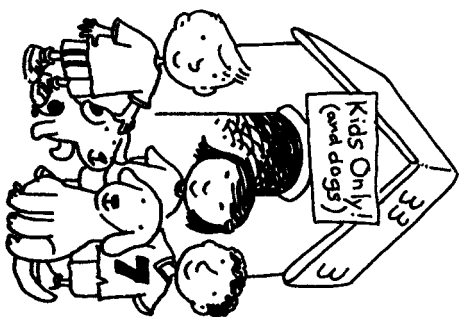
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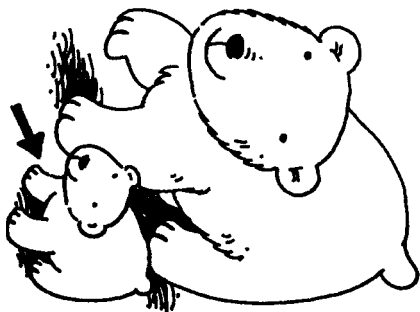
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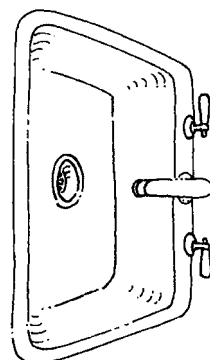
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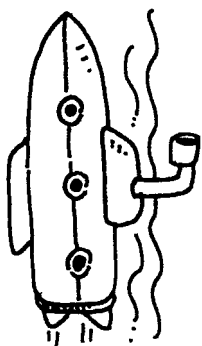
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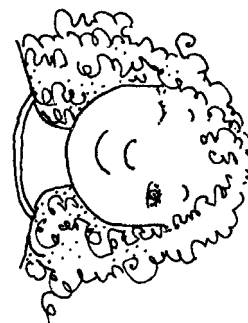
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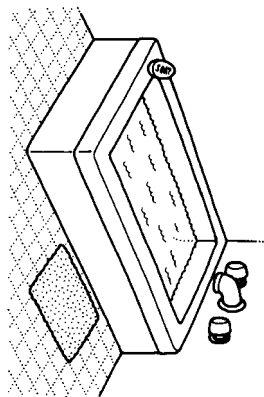
s _____



w _____



t _____



Family Pictures

-ail, -eel,
-ine, -oat

♦ Skill: Sorting pictures by word families

Materials:

- 16 picture cards:
 - ail: mail, nail, pail, snail
 - eel: heel, reel, peel, wheel
 - ine: mine, nine, vine, spine
 - oat: boat, coat, goat, throat (pages 28–29)
- Timer

Players: Individuals, pairs, or teams

Object: To sort picture cards into four word family groups

How to Play

Individuals:

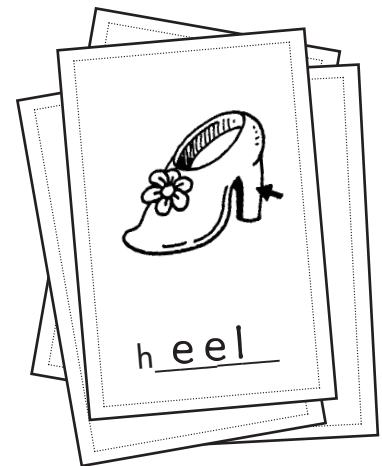
1. Have children help you write the word families on the lines on each card. Photocopy and cut apart one set of picture cards. Review picture names (especially *mine* and *throat*).
2. Mix up the picture cards and place them facedown in a pile.
3. Start the stopwatch as the player sorts the picture cards into four groups by word family.
4. When all cards have been sorted, stop the timer. Record the time.
5. Play again and compare times.

Pairs:

1. Make two sets of cards, and review picture names.
2. Mix up each set of cards and give one set to each player.
3. Players sort the picture cards by word family.
4. The first player to accurately sort all his or her cards wins.

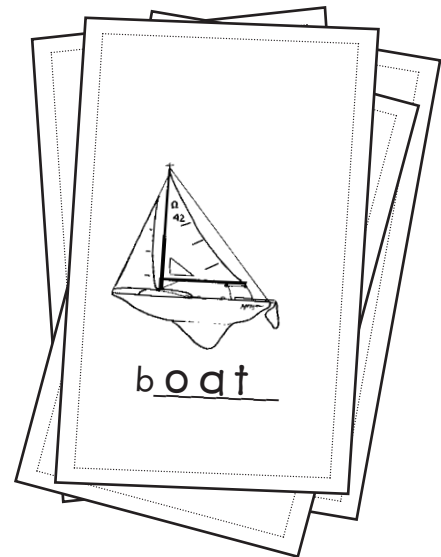
Family Rhymes

Have children write a poem using four words in the same family.



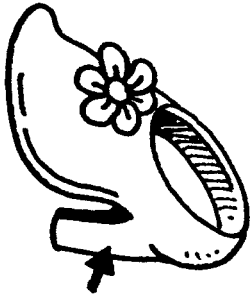
Teams:

1. Make two sets of cards. Include cards on pages 7–8 and 24–25. Review picture names and have teams line up at the back of the room.
2. Mix up each set of cards and place them facedown in a pile in front of each team.
3. The first runner in each team takes the top card and runs to the front of the room. The runner places the picture card faceup to start the first word family pile. Then the player runs to the back of the line.
4. The second runner takes the next card and runs to the front of the room. If the picture belongs to the same word family as the first, the player places the picture card on top of it. If the picture belongs to a different word family, the player places it next to the first card to start a second word family pile.
5. The first team to accurately sort all the picture cards wins.

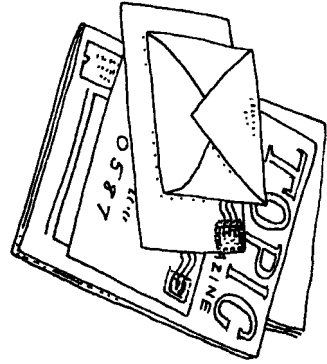




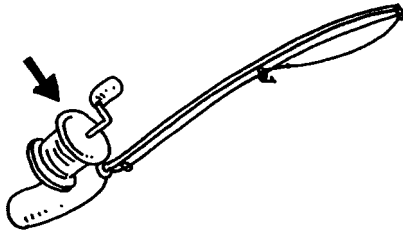
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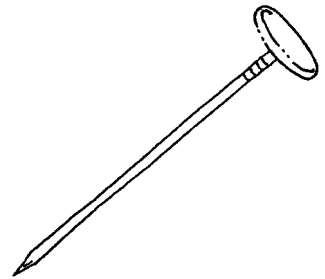
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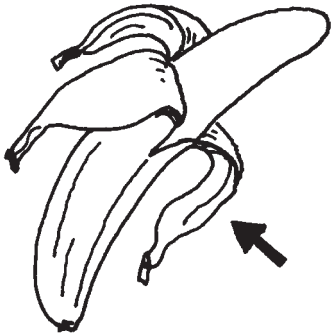
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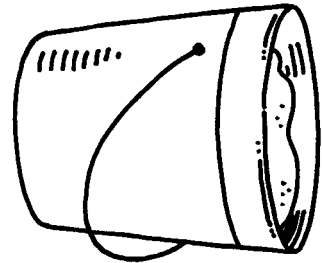
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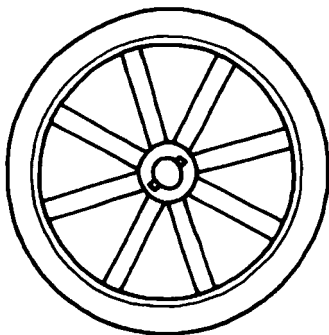
d



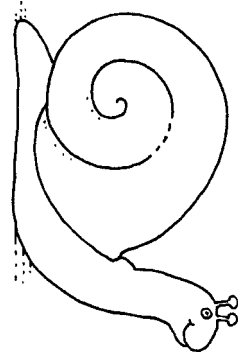
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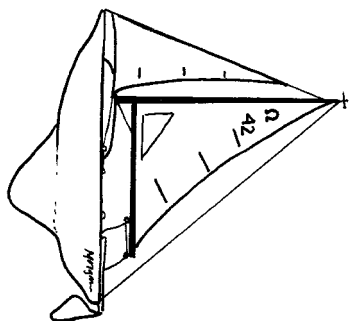


sn





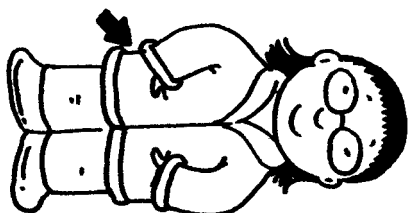
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m



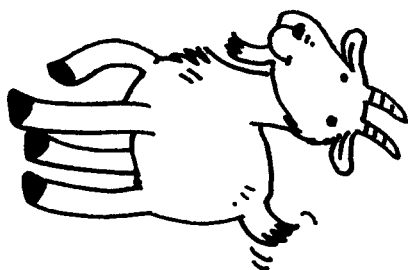
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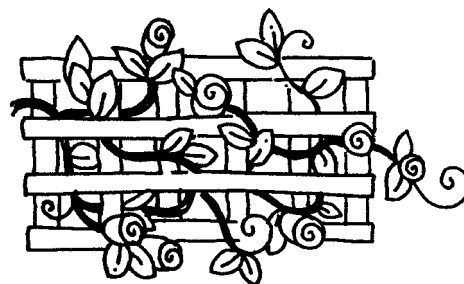
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g



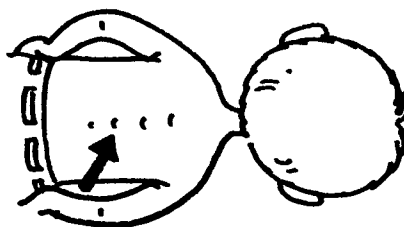
v



thr



sp



Family Packs

-ace, -eam, -ime,
-ose, -oom, -ue

♦ Skill: Spelling words

Materials:

• 58 letter cards:

-ace ✱: a, c, e, f, l, b, r, p, s, g
-eam ✧: e, a, m, b, r, d, c, t, s
-ime ✱: i, m, e, d, l, c, h, p, r, s
-ose ✧: o, s, e, c, h, l, r, p, t, n
-oom ✧: o, o, m, b, l, r, g, z, d
-ue ✱: u, e, c, l, b, r, t, s, g, d

(pages 31–33)

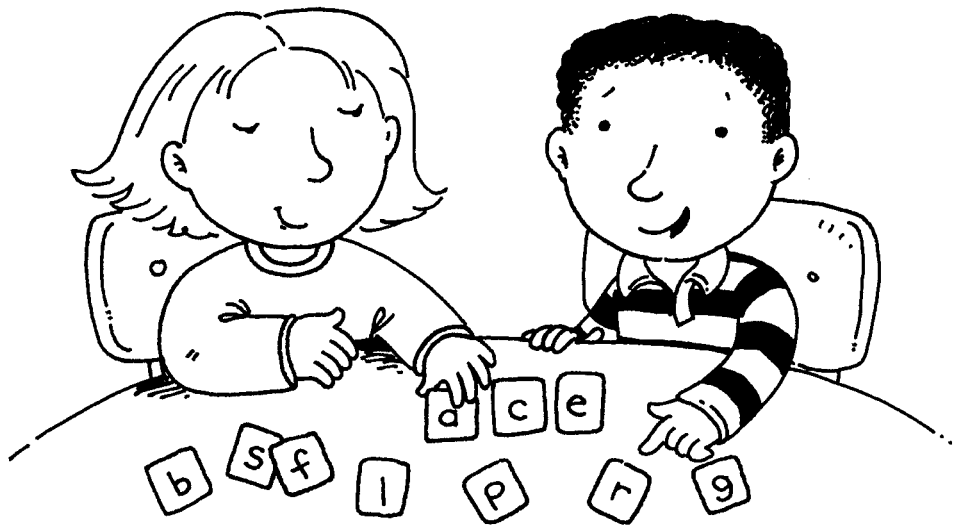
- Pencils and paper
- 6 envelopes

Players: Individuals, pairs, or small groups

Object: To use letters to spell the most words

How to Play

1. Photocopy and cut apart the letter cards. Place the letter cards for each word family (note the different borders) in a separate envelope. Write the word family on the outside of the envelope.
2. Distribute envelopes and writing materials.
3. Help children find the letters that make the given word family. Point out that some letters are underlined to indicate top and bottom.
4. Players use the remaining letters to form words in that family, one at a time.
5. Players record the words on a separate sheet of paper.





<p>a</p>	<p>c</p>	<p>e</p>	<p>f</p>
<p>l</p>	<p>b</p>	<p>r</p>	<p>p</p>
<p>s</p>	<p>g</p>	<p>e</p>	<p>a</p>
<p>m</p>	<p>b</p>	<p>r</p>	<p>d</p>
<p>c</p>	<p>t</p>	<p>s</p>	



i	m	e	d
l	c	h	p
r	s	o	s
e	c	h	l
r	p	t	n



o	o	m	b
l	r	g	z
d	u	e	c
l	b	r	t
s	g	d	

Picture Concentration

-all, -ock, -ad, -en, -ink,
-ub, -ail, -eel, -ine, -oat

♦ Skill: Recognizing word families

Players: Pairs or small groups

Object: To collect the most pairs of picture cards

Materials:

- 8 picture cards:
-all: ball, fall, mall, wall
-ock: block, clock, lock, sock
(page 35)
- 16 Don't Get Mad cards:
-ad: Brad, dad, mad, sad
-en: Gwen, men, pen, ten
-ink: drink, rink, sink, wink
-ub: club, cub, sub, tub
(pages 24–25)
- 16 Family Pictures cards:
-ail: mail, nail, pail, snail
-eel: heel, reel, peel, wheel
-ine: mine, nine, vine, spine
-oat: boat, coat, goat, throat
(pages 28–29)

How to Play

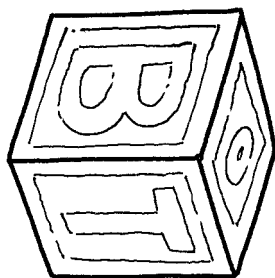
1. Have children help you write the word families on the lines on each card. Photocopy and cut apart the two blank wild cards below and the 40 picture cards. Review picture names.
2. Mix up cards and place them facedown in a 6 by 7 array.
3. Play as you would play Concentration. The first player turns over two cards and names the pictures. If the names belong to the same word family, the player keeps the pair and turns over two more cards. If the two cards do not make a word family pair, the player turns them facedown and the next player takes a turn.
4. When a player turns over a blank wild card, he or she can use it to form any word family pair.
5. The player with the most pairs wins.

wild
card

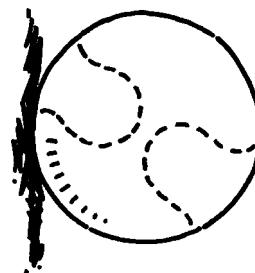
wild
card



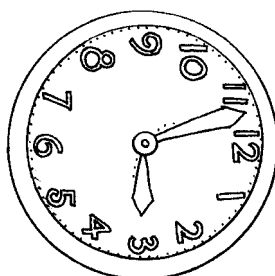
bl _____



b _____



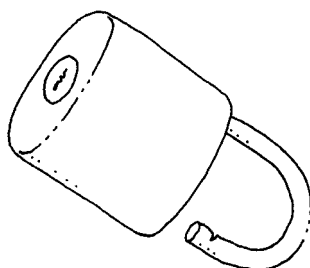
cl _____



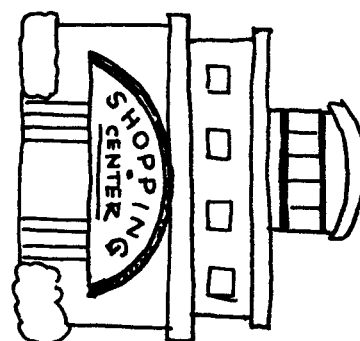
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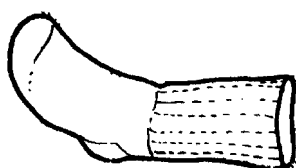
l _____



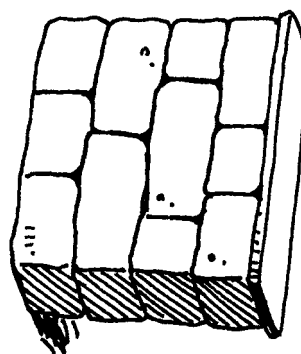
m _____



s _____



w _____



Crossword Families

-an, -ed, -ib, -od,
-te, -un, -ut

♦ **Skill:** Using clues to complete three-letter words

Players: Whole class

Object: To complete the crossword puzzle

Materials:

- Crossword Families Puzzle (page 37)
- Clue Cards (page 38)
- Letter cards: b, c, f, n, r, r (pages 31–32)
- Timer
- Pencils and paper

How to Play

1. Photocopy a puzzle for each player. Photocopy the clue cards.
2. Divide the class into two groups, Group A and Group B. Place puzzles facedown in front of players (give Group A copies of Clue Card A and Group B copies of Clue Card B).
3. When you say “Go,” players turn over their puzzles and clue cards and write the letters that complete the puzzle. Circulate to help the groups as they work. Players who finish first help the others complete their puzzles. When players in either group have finished their puzzle, have them raise their hands. The first group to correctly complete their puzzle wins.
4. Then pair players in Group A with players in Group B to compare puzzles. Have the pairs list the word families that appear in their puzzles. Then have them brainstorm a list of other words in those same word families. Set a timer for two minutes, and when time is up, give players five points for each word.
5. Play again, switching the clue cards for each group (give each player a new blank puzzle sheet).

Answers:

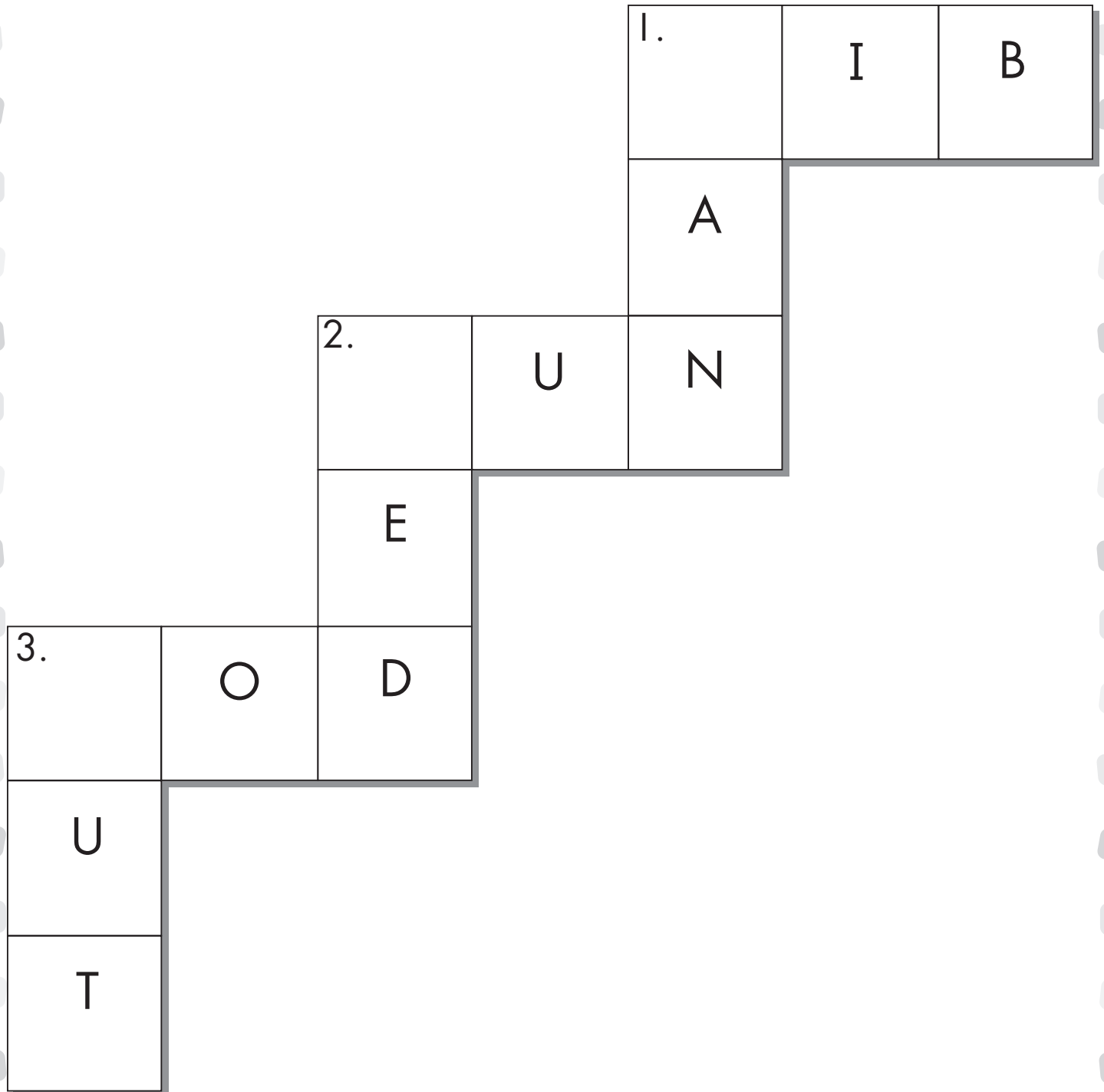
Clue Card A

- | Across | Down |
|--------|--------|
| 1. rib | 1. ran |
| 2. bun | 2. bed |
| 3. cod | 3. cut |

Clue Card B

- | Across | Down |
|--------|--------|
| 1. fib | 1. fan |
| 2. run | 2. red |
| 3. nod | 3. nut |

Crossword Families Puzzle





Clue Card A

Across

1. A bone in your chest. _____
2. The bread around a hamburger. _____
3. A kind of fish. _____

Down

1. You did this in a race. _____
2. A place to sleep. _____
3. When you fall down, you might do this to your knee. _____

Clue Card B

Across

1. Tell a lie. _____
2. Do this in a race. _____
3. Do this with your head to show "yes." _____

Down

1. Turn this on to cool off. _____
2. A color. _____
3. A treat for a squirrel. _____

The Bat in the Hat

-at, -est,
-ock, -ug

♦ **Skill:** Identifying words in the same family

Players: Whole class

Object: To find all the words in the same family

Great for
outdoors or
open spaces

Materials:

- One of each: hat, mug, large sock, nest (make a “nest” by rolling down the sides of a medium-size brown paper bag)
- Index cards

How to Play

1. Write words on index cards and hide them around the room. Make at least one word card for each player. Choose from these 40 words:

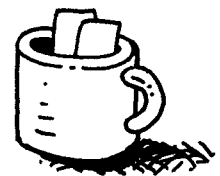
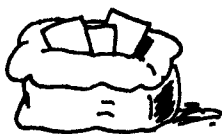
hat words: hat, bat, cat, mat, sat, fat, pat, rat, that, flat

nest words: nest, best, test, vest, rest, pest, chest, quest, zest, crest

sock words: sock, rock, lock, dock, flock, jock, shock, smock, clock, stock

mug words: mug, bug, dug, hug, jug, rug, tug, plug, snug, drug

2. Divide the class into four groups. Give each group an object—hat, nest, sock, or mug—to fill with cards. Review the word family that goes with each object. Tell players that there are ten words to find.
3. When you say “Go,” teams begin hunting for their words.
4. The first team to gather all their word family words and correctly read their words aloud wins.



Word Family Sight Words

-an, -ay, -is,
-ot, -ow

♦ **Skill:** Writing sight words and other words in the same word family

Materials:

- Envelopes (1 for each pair)
- 5 word family cards: -an, -ay, -is, -ot, -ow (**page 41**)
- 8 letter cards: c, m, r, th, w, s, h, n (**page 41**)
- 5 sight word cards (**page 41**)
can, ran may, say, way
his, is how, now
hot, not
- Pencils and paper

Players: Pairs

Object: To create the most words

How to Play

1. Photocopy and cut apart the word family, letter, and sight word cards. Place a sight word card and a set of word family and letter cards in an envelope. Make one envelope for each pair of players.
2. Children work in pairs. Designate one player as the Reader and the other as the Speller.
3. The Reader reads a word from the sight word card and the Speller finds the correct word family and initial consonant. After the Speller has composed the word using the cards, the Reader checks the spelling.
4. Partners switch roles: The Reader becomes the Speller, the Speller becomes the Reader.
5. After all the sight words have been spelled out using the cards, the partners can then use the phonograms and letters to spell other words. Remind players that the word family -ow has two sounds: the long-o sound in *grow*, and the /ou/ sound in *how*.
6. When their list is complete, have pairs read their words aloud. Pairs score five points for each of these words: *man, than, ray, hay, sis, cow, wow, mow, row, cot, rot*.



-an

c

m

can, ran

-ay

r

th

may, say,
way

-is

w

s

his, is

-ot

h

n

how, now

-ow

hot, not

Slap Down Families

-are, -ark, -ore, -ong, -ail, -eel, -ine,
-oat, -ad, -en, -ink, -ub, all, -ock

◆ Skill: Recognizing word families

Materials:

4 picture cards in the same word family for each player. Write the word families on the lines.

Choose from:

• 16 Slap Down Families:

-are: silverware, share, spare, square

-ark: bark, Clark, park, shark

-ore: core, scorecard, snore, store

-ong: gong, Ping-Pong, song, strong

(pages 43–44)

• 16 Family Pictures picture cards:

-ail: mail, nail, pail, snail

-eel: heel, reel, peel, wheel

-ine: mine, nine, vine, spine

-oat: boat, coat, goat, throat

(pages 28–29)

• 16 Don't Get Mad picture cards:

-ad: Brad, dad, mad, sad

-en: Gwen, men, pen, ten

-ink: drink, rink, sink, wink

-ub: club, cub, sub, tub

(pages 24–25)

• 8 Picture Concentration

picture cards:

-all: ball, fall, mall, wall

-ock: block, clock, lock, sock

(pages 34–35)

A-nother Slap Down

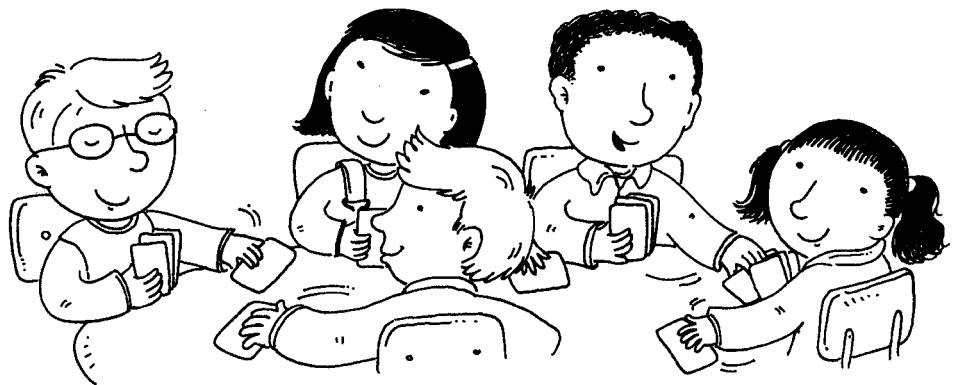
Make picture cards that illustrate different families with the letter *a*:
-are, -ark, -ail, -ad, -all.

Players: Four to six

Object: To collect four pictures in the same word family

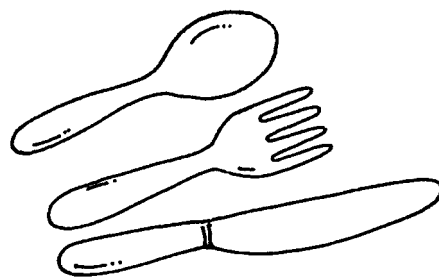
How to Play

1. Create a Slap Down deck for the number of players. For example, for five players, use 20 cards, four cards from each of five word families. Review picture names.
2. Mix up and deal out all the cards.
3. Players keep their hands hidden from the others and, with the goal of collecting four words in the same family, select a card they do not want.
4. Each player places his or her unwanted card facedown on the table. When all have an unwanted card ready, they slide their cards to the players to their left at the same time.
5. The first player to get four pictures in the same word family and slap the hand down on the table wins.

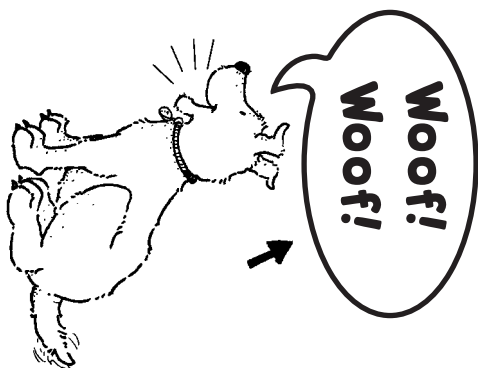




silverw _____



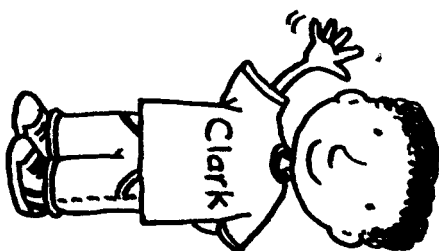
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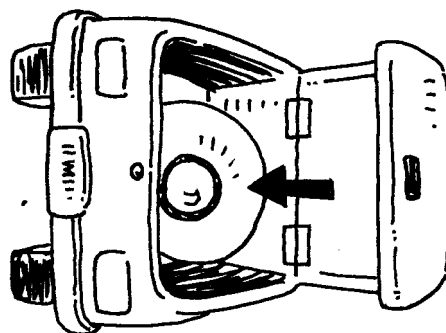
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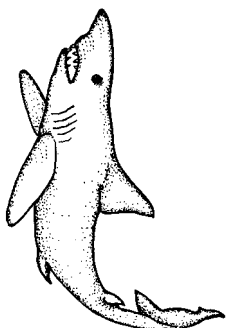
p _____



squ _____



sh _____





Double Trouble

-ake, -ail, -ame, -eeds, -eam,
-eek, -ain, -eeze, -aste, -eet

♦ **Skill:** Using riddle clues to find answers with the same word family

Players: Individuals, pairs, or small groups

Object: To find the word family words that answer the riddles

Materials:

- Double Trouble Riddle Cards (page 46)

- 20 word cards:

snake	rake
pail	nail
tame	name
seeds	weeds
cream	dream
seek	peek
brain	rain
sneeze	freeze
paste	taste
greet	feet

(pages 47–48)

- Pencils and paper

How to Play

1. Photocopy and cut apart a set of word cards for each player, pair, or group.
2. Players spread out their word cards faceup on their desks or tables. Then have them write 1–10 down the left side of a sheet of paper.
3. Players stand when they are ready to play.
4. Read each riddle pair aloud.
5. When players find the answers, they pick up those cards and write the words on their papers.

More Double Trouble Riddles

Challenge pairs or small groups to choose two words from the same word family and write riddles for them. Have children write their riddles on large index cards (or photocopy the riddle card on this page). Collect the riddles, mix them up, and distribute them randomly for other pairs or groups to solve.

Double Riddles

Answer: _____

Double Trouble Riddle Cards



Double Riddle

This animal has no legs and flicks its tongue in and out. This tool will help you clean up autumn leaves.

Answer: snake and rake

Double Riddle

You use this to carry things. You might use a hammer and this to hang a picture on the wall.

Answer: pail and nail

Double Riddle

Animals who are not wild are this. When you call your pet you use this.

Answer: tame and name

Double Riddle

These are things you plant. As they grow, these might grow around them.

Answer: seeds and weeds

Double Riddle

If you whip this, it might top a sundae. A frightening one of these is a nightmare.

Answer: cream and dream

Double Riddle

Hiding is half of this game. But don't do this if you are It!

Answer: seek and peek

Double Riddle

Use this when you think. Use an umbrella when you go out in this.

Answer: brain and rain

Double Riddle

This sounds like *ha-choo*. This sounds like *brrrrr*.

Answer: sneeze and freeze

Double Riddle

Use this to glue things together. You can do this only if the glue is made from flour and water.

Answer: paste and taste

Double Riddle

Say hello to do this. You use these to get around.

Answer: greet and feet



snake

rake

pail

nail

tame

name

seeds

weeds

cream

dream



seek

peek

brain

rain

sneeze

freeze

paste

taste

greet

feet